



FLORIDA PRESBYTERIAN COLLEGE

1962-1963



"The object of the college is the intellectual and spiritual life. Its life and discipline are meant to be a process of preparation, not a process of information. By the intellectual and spiritual life I mean the life which enables the mind to comprehend and make proper use of the modern world and all its opportunities."

Woodrow Wilson

Table of Contents

| | |
|-------------------------|----|
| Aims | 1 |
| Ways | 7 |
| Means | 17 |
| A. The Curriculum | 18 |
| B. Campus Life | 22 |
| C. Admission | 27 |
| D. Costs | 31 |
| E. The Staff | 32 |
| F. Location | 42 |

COURSES OF INSTRUCTION

| | |
|--|----|
| A. Core courses | 48 |
| B. Humanities | 48 |
| C. History and Social Sciences | 54 |
| D. Mathematics and Natural Sciences | 62 |
| Calendar of Events | 68 |

BULLETIN OF FLORIDA PRESBYTERIAN COLLEGE

Vol. III, No. 9 October, 1961. Published Monthly.
St. Petersburg, Florida. Second Class Postage paid at St. Petersburg, Florida.

This issue of the Bulletin of Florida Presbyterian College contains general information about the College. For more detailed information write to the Director of Admissions.



WILLIAM INTER COBB LIBRARY
FLORIDA PRESBYTERIAN COLLEGE

ARCHIVES DEPARTMENT
ECKERD COLLEGE
ST. PETERSBURG, FLA. 33733

This is

*a new adventure
in Education*

*A Four-Year, Coeducational
Liberal-Arts College*

*This is a
presentation of
Florida Presbyterian College
in St. Petersburg,
Florida .*

*Its
states
its*

"to impart to her students,
against a background of
Christian faith, a knowl-
edge of men, the universe
in which they live, the re-
lationship between the two,
and the relationship of
both to the Creator and
Redeemer."



This booklet presents the aims, ways, and means of Florida Presbyterian College. It spells out a program designed to express our philosophy and to achieve our aims.

Our basic task at this College is to prepare leaders for every aspect of life.

Of the two fundamentals to the fulfillment of this task, one is education of high academic quality. This means a curriculum offering our students opportunities to pursue their quest for truth in an orderly way. This means a curriculum in which we see knowledge as a unity, requiring nothing irrelevant to the basic quest and allowing freedom to explore the ways toward understanding, free from the shackles of prejudice, intolerance, or coercion. This means a faculty outstanding in character and scholarship, skilled in communication, and intensely devoted to each individual student in his quest.

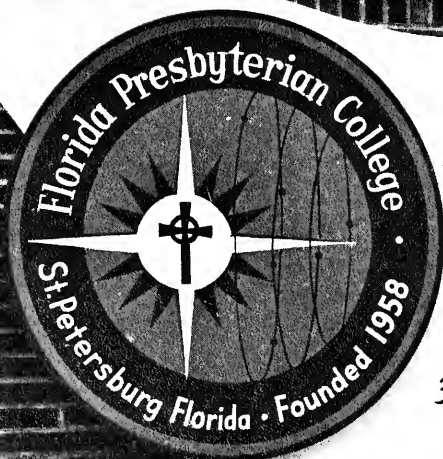
This means a library, laboratories, lecture halls, study aids adequate to serve the needs of the academic community in its learning. Florida Presbyterian College offers all of these.

The other fundamental is a concern for character. Leaders need to know how to do the work to which they commit themselves. They must also have proper motivation. Love of God, concern for others, understanding, loyalty, honor, responsibility are active virtues without which we may be led to our own destruction. Its charter guides and challenges Florida Presbyterian College as a church college to prepare *good* leaders. Our faculty and staff, curriculum and campus life all point to man's highest and best.

I invite young people, their parents, counselors, and our friends to consider seriously the program illustrated herein and welcome any qualified student to life in our community.

WILLIAM HOWARD KADEL
President





INTERIM *Campus*

*Permanent campus
will be developed near
Boca Ciega Bay at...
34th St. at 54th Ave. S.*



Liberal arts, so called because their study liberates men and fits them for a place in a free society, means opened horizons. The central concern of Florida Presbyterian College is to lead her students to deeper insight, comprehension, and understanding of men, of our universe, and of the relations between the two. Through superior students, experimentation, and Christian community, Florida Presbyterian College plants in her students a desire for knowledge and a love of wisdom and invites them to the satisfactions which the persistent pursuit of such ideals may afford.





To such an end, Florida Presbyterian College actively seeks superior students. Trusting that our leaders in days to come are the superior students of today, Florida Presbyterian College trains them to be *good* leaders and to seek and to assume leadership. Certain kinds of curriculum and methods of teaching are possible and appropriate only with superior students. While Florida Presbyterian College spells few rigid entrance requirements it expects of her prospective students considerable attainment in academic subjects. In addition to scholarly achievement, students should display unusual breadth of interest and excellence of character conducive to the orderly transition from secondary school to college. Such young men and women must be eager to learn, to grow physically, intellectually, and spiritually. Above all, they must be ready to accept much of the responsibility for their own learning.

Florida Presbyterian College exists to prove to the world that the minimum or average need not be the norm in education (or thinking) and to test the proposition that education can be both liberal and Christian. It adopts experimental attitudes in attempting to reach its goals through unique but carefully considered means. Some we have already adopted, like the four-year program of common courses designed to foster community; some we do not yet know but are willing to consider and try.

Thus we are engaged in *living research in higher education*, not merely in developing something we already have. The general direction of our research is to discover how students can most skilfully learn to make evaluations. Description and analysis are not sufficient, we believe, for moral education. They cannot be dispensed with: they are necessary in the search for truth. But the search for truth cannot stop with them. Truth requires judgment and choice based upon moral presuppositions. The formulation of standards of judgment as a conscious intellectual activity and the habitual judgment of such standards are an indispensable part of this kind of education. We do not presume that Florida Presbyterian College is the first college to assume the necessity of a moral end of education, but we are experimental in trying to find out how best such an end can be realized.

In still a third way we are probably more experimental than in any other: we are trying to find out what a Christian college is! Those who have studied the idea longest and hardest agree that people in general have no clear-cut idea of what a Christian college is or should be and that disagreement is to be expected. Still we are all united in believing that there should be a college in which the presuppositions are avowedly Christian and that we are going to try with all our hearts and souls and minds to find out what it is. Truth, freedom, and Christianity have inevitable connections whether in the search, the heritage, or the government of a Christian college. And we have a vision of *a Christian community* which is not monastic in separating dedicated persons from the world but which prepares dedicated people to go back into the world and witness through the exercise of their intellect. This witness, we pray, will prove to the world that a Christian education best fits people for life, liberty, and the pursuit of happiness for others.





A private, coeducational, liberal-arts college, founded and maintained by the Presbyterian Churches—both U. S. and U. P. U. S. A. acting co-operatively—Florida Presbyterian College acknowledges as primary in the search for truth a knowledge of God and of ourselves as revealed in Jesus Christ. The College examines and nurtures beliefs and attitudes central to Christian interpretations of man and recognizes faith as a probing and vitalizing force. Dedicated to the inspiration of a strong sense of Christian obligation for involvement and leadership in local and global events, the College is equally dedicated to the proposition that its doors are open to qualified students of *all* faiths.

Florida Presbyterian College thus has a deep concern for her students. She seeks to stimulate growth—the student's realization of individual potential—and encourages individual attainment. With the fundamental aim of the college community to make students aware of the seriousness of their vocation, students, throughout their undergraduate careers, exercise their powers of decision on the basis of informed and thoughtful judgment consciously pursued.

Learning Is Personal

Florida Presbyterian College stands for unified academic community in which each member's recognition and security depends on his freedom to pursue scholarship and to associate with others. Here *learning is personal* and widely varied because of the realization that knowledge comes from others of differing as well as similar backgrounds and pursuits. Thus we employ both conventional and unconventional methods in the search for truth to provide insights and skills which train and excite our students' intellects and emotions for creative and imaginative expression.

In guiding our students' development, we afford them innumerable opportunities to learn emotional independence, the necessity for individual questioning, and the exercise of their right and duty of personal judgment. Thus, Florida Presbyterian College cherishes freedom of thought. For her entire academic community—students, faculty, staff—she insists upon respect for human dignity and individual moral responsibility supported by the belief that humanity was created for one great co-operation. And

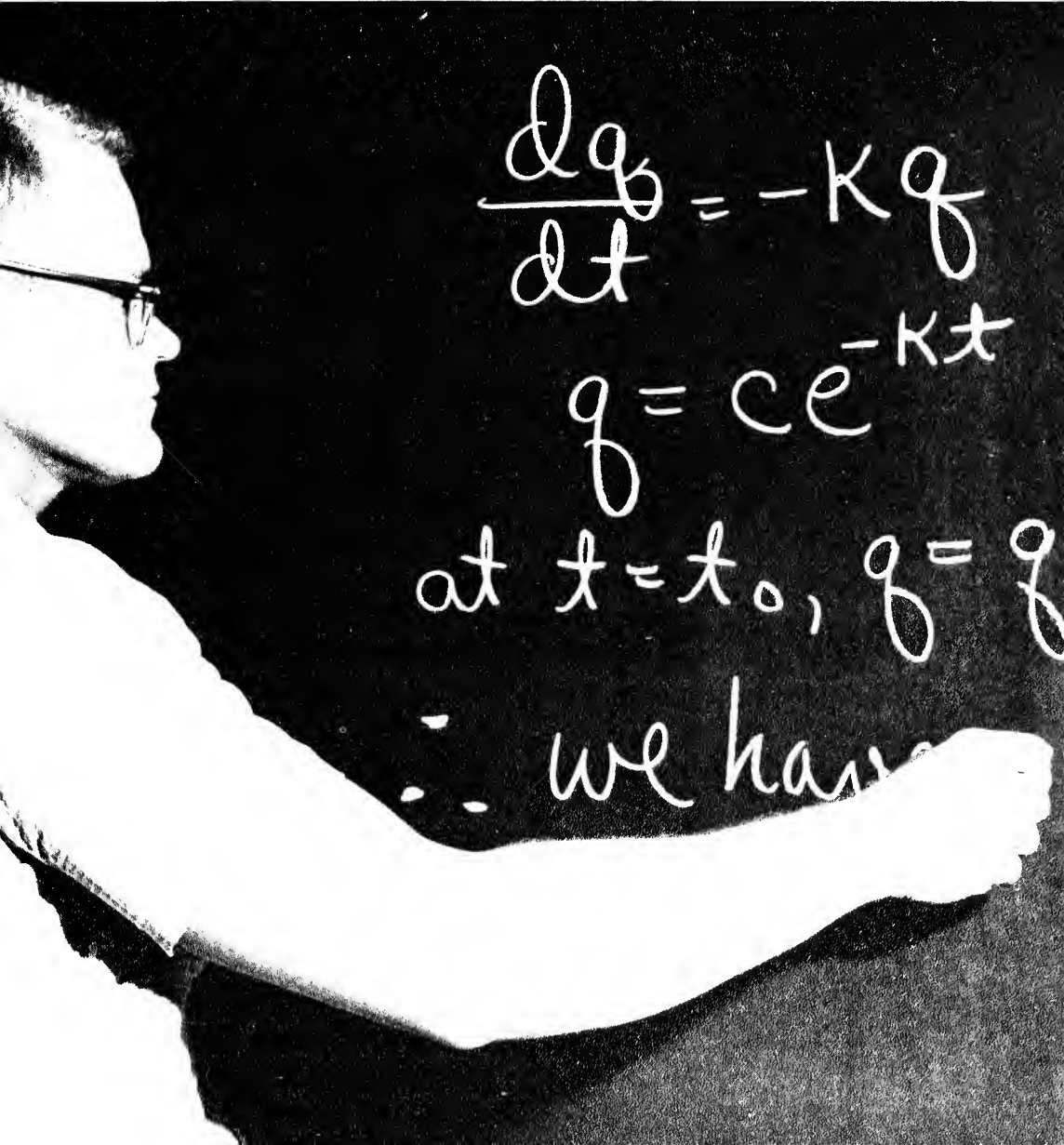


thus also the college confronts students with the conflicts of cultures, affording them an opportunity to intensify their own search for meaningful and applicable values in order to arrive at new and broader understandings of themselves and their studies in relation to culture, creation, and the ultimate.

Prospective students, regardless of major field of study and plans beyond the undergraduate years, will find in Florida Presbyterian College educational experiences basic to lasting satisfaction, personal integration, and social usefulness. The program of liberal arts, complete in itself, is eminently practical, regardless of a student's intended vocation or avocation. In addition, *the college provides specific preprofessional training for the ministry, medicine, law, education, business, and graduate work in specialized fields.*

In short, Florida Presbyterian College aims to provide life-long attitudes of always seeking deeper, fuller comprehension, of always seeking the whole view, of always following courses of action to extend capabilities and responsibilities for personal and corporate betterment.



A black and white photograph of a person with short hair and glasses, seen from the side, writing on a chalkboard. The person is wearing a light-colored, long-sleeved shirt. Their right arm is extended, holding a piece of chalk, and they are in the process of writing the final part of the text on the board. The chalkboard is dark and filled with handwritten mathematical equations and text in white chalk. The equations are written in a clear, legible cursive style. The lighting is bright, casting a shadow of the person's arm and head onto the board.
$$\frac{dq}{dt} = -Kq$$

$$q = ce^{-Kt}$$

at $t = t_0$, $q = q_0$

\therefore we have

A Fresh Start

Founded in the tradition of the great American liberal-arts schools, Florida Presbyterian College has been singularly blessed from its beginning. The founders, trustees, staff, and faculty have together pursued a policy of experimentation. This policy has been not to cast out what has proved successful in education of the highest quality but rather with a fresh start to develop and adopt new approaches, programs, facilities, and procedures. Already the curriculum and the permanent campus, planned by architects and educators working together, have captured widespread attention and enthusiasm among those concerned with meeting the vastly increasing demands for higher education in the United States for superior students.

To carry out a college program of the first order efficiently and at a minimum cost, students themselves undertake independent learning during their four years. The program generates independence of thinking and study to produce fuller understanding, to inspire personal initiative, and to develop welcome acceptance of responsibility. The entire program emphasizes independent study, under faculty guidance and review, and develops and maintains individual responsibility through specific means.

Core Courses

To promote a community of learners and to demonstrate the interrelatedness of knowledge, Florida Presbyterian College asks every student to take at least one course which all students in his year are taking. These are the *core courses* taught co-operatively by professors from art, biology, economics,





history, literature, language, mathematics, music, philosophy, physics, political science, psychology, religion, and sociology. In these students pursue with the group and on their own a critical understanding of the major attempts of man to interpret his purpose and to organize his experience through the analytic and historical study of works and institutions.

To reinforce the idea of the interrelatedness of knowledge, the college offers seminars for the pursuit of special topics of investigation outside of a student's major field. In them he learns the questions, modes of investigation, and the kinds of information relevant to a subject other than his specialty. Since the other members of the seminar are nonspecialists too, students learn from one another and work co-operatively on problems agreed to in advance.



During his senior year, every student takes a seminar in his major field. Upon recommendation of their major professor, seniors may elect to pursue an independent program of study and research in addition to or in lieu of the senior seminar. They present the results of their work in a thesis.



Winter Term

The Winter Term is a special four-week period of independent study for all undergraduates. It comes between the fall semester, which begins early in September, and the spring semester, which begins early in February. With examinations for the fall semester over before the Christmas holidays, January is free for intensive study. Designed to develop the qualities of self-discipline in pursuits requiring the student to be the prime explorer, the Winter Term asks him to work without the customary routine of classroom and lecture hall on a single problem growing out of his other studies and to present his findings in final form. With guidance he chooses and limits his subject, gathers material, organizes it, and presents it as a paper, a short story, a painting, a piece of laboratory apparatus. During this special semester, each professor directs the activities of about fifteen students. A student selects a professor to work under; sometimes the group works co-operatively on topics or problems announced in advance, and sometimes they work separately. Throughout the four weeks, the professor is available for consultation and guidance. This intensive, independent study supplements the extensive work of the courses and thus affords unusual opportunity for the student each of his four years to engage in extended, creative work not normally afforded in traditional undergraduate curriculums. Through the Winter Term at Florida Presbyterian College, the student not only works on his own to master a limited subject but may have the benefit of step-by-step evaluation of his work.



Independent Study

Proficiency rather than fulfillment of course requirements is the measure of accomplishment and admission to advanced studies. Thus performance (e.g. on placement tests) rather than credit previously earned admits students to advanced work in the core courses, languages, sciences, and mathematics and determines progress toward a degree. In many areas, students can work independently, preparing themselves for advanced standing, doing research, and writing papers, and receive recognition for their work without attending lectures and classes. Hence a student may accelerate his education during the regular school year and the summer months at home according to his capabilities and secure the full recognition for work done independently which course credit normally certifies.

Academic Community

Florida Presbyterian College has no middle-sized classes. They are either large enough to encourage independent work and the exchange of ideas within the whole community or small enough to permit discussions in which learners (that is, both teacher and students) explore, debate, and form conclusions together. Both large and small groups place increasing responsibility on the student and give him two different kinds of experience in learning. The large course contributes to the idea of community by assembling all students of a given year for lectures, panels, demonstrations, movies, and concerts and by providing small groups where students test their personal reactions against those of their fellows in a free forum.

A primary objective of studying a modern foreign language is learning to speak and understand it. The language laboratory facilitates this aspect of learning through aural-oral practice that the conventional classroom does not provide. The thirty-five position laboratory at Florida Presbyterian College is of the newest design. It operates by remote control so that the student can work independently or as a member of a class. By merely dialing an appropriate number, the student can hear an instructional tape, record his own responses, and play it back for comparison and corrections. As many as a hundred different tapes are available to the student at any time.



Reading ability and effective study go hand in hand; usually the good student reads well. Hence Florida Presbyterian College offers a reading program to give *all* students the opportunity to improve their reading. Often good students can become even more efficient by increasing their reading rate; the best students often make phenomenal improvement. Our reading laboratory is well equipped, containing rate pacers, tachistoscopes, and a library of reading texts. This laboratory provides both group work and attention to individual needs. With some suggestions and guidance from the instructor, students work as independently as possible. On the basis of their performance all students learn whether they are to take a course in reading to raise their general proficiency, whether they should work only on special reading skills, or whether, though their reading is above average, they can profit by increasing their rate and comprehension. Those who should take a reading course may be advised to drop some subject.





In the Writing Laboratory

Since academic success depends in great measure upon the written word, Florida Presbyterian College emphasizes a high degree of proficiency in writing both in the selection of its students and in determining their progress. The college looks for students who do not require training in writing in a formal course of composition but makes heavy demands upon them in their writing. Students learn to expect criticism from all their professors on their written work and help in planning papers and achieving effective style. In addition some staff members are available to help students overcome individual weaknesses, and a writing laboratory enables students to form efficient procedures by providing a workshop for writing with a faculty consultant and appropriate reference books.

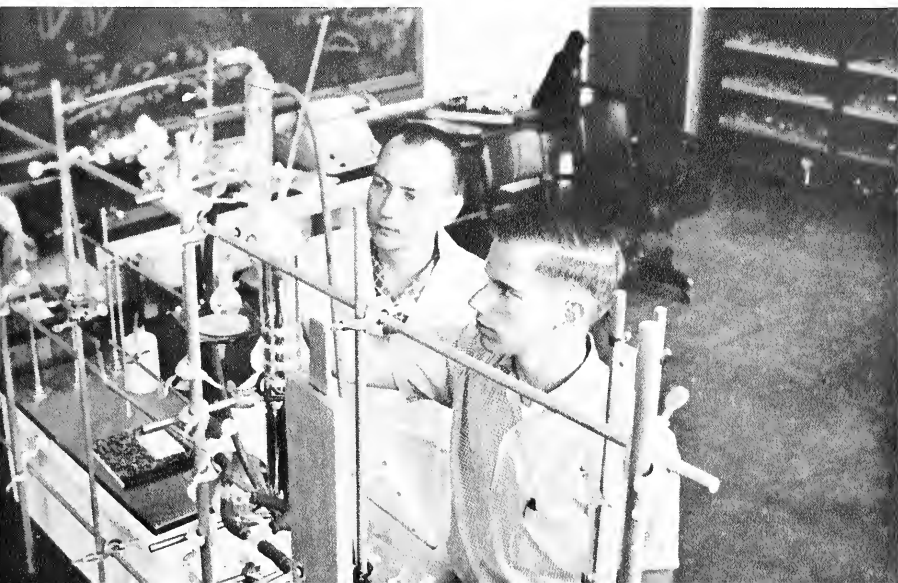
In the Library

Because the liberal-arts college must be a reading college, the library is the center of the academic program. With our emphasis upon independent work, the library, gift of Mr. and Mrs. William Luther Cobb of Tarpon Springs, Florida, becomes the primary instrument in the educational process. Thus with our emphasis upon reading and writing, it becomes the storehouse of the information, opinion, and techniques which make up a liberal education. Through its open shelves and the collections it maintains in each dormitory, students have easy access to many books. The library not only supplies materials for reference, required reading, and research papers but compiles bibliographies, prepares exhibits and promotes interest in reading.

The initial goal of the William Luther Cobb Library is 100,000 volumes.

A student in the natural sciences has opportunity to undertake actual laboratory practice and research. Manual exercises and routine experiments (which are not experiments at all but repetitions) are minimized. Emphasis is rather on the student's acquiring the ability to distinguish theory and experimentation, exploring the appropriateness of methods, and evaluating design and techniques. The small laboratory becomes the place for group discussion and provides occasion for exchange of ideas and procedures among students.

Natural and man-made laboratories combine to provide for varied off-campus scientific study in the College's immediate area. The climate allows year-round field work in natural laboratories such as lakes, bays, and land-area communities, and students can apply knowledge of chemistry, physics, and biology to aquatic environments under a continuing research program of the College. There is also a high concentration of excellently staffed laboratories nearby concerned with electronics, nuclear physics, and chemistry, in addition to many private and governmental research facilities in the area.



The practice of art and of music flourishes in the studios of Florida Presbyterian College. Here students may receive professional guidance individually or in groups of various sizes, or they may pursue independently the mastery of techniques. In the art studio a student works in many media. In the music studio he may study voice or the instrument of his choice. Small vocal and instrumental ensembles read their abundant literature throughout the year, and larger, more formal musical organizations rehearse regularly and present concerts both on and off the campus. As a result of their studio work, students periodically offer exhibits of their paintings, prints, and sculptures and recitals to the College community and friends. In its emphasis upon the activities of the studios the College encourages its students' personal involvement with the materials of the creative and performing arts.



Means



The Basic Four-Year Curriculum

| | | | | | | |
|-----------|-------------|--------------------------------|----------------------|----------------------|-------------------|--------------------|
| FRESHMAN | f a l l | Core course | Language | Mathematics or Logic | Science | Physical Education |
| | WINTER | Independent study and research | | | | |
| | s p r i n g | Core course | Language | Mathematics or Logic | Science | Physical Education |
| SOPHOMORE | f a l l | Core course | Language | Two other courses | | Physical Education |
| | WINTER | Independent study and research | | | | |
| | s p r i n g | Core course | Language | Two other courses | | Physical Education |
| JUNIOR | f a l l | Core course | Two courses in major | | Two other courses | |
| | WINTER | Independent study and research | | | | |
| | s p r i n g | Core course | Two courses in major | | Two other courses | |
| SENIOR | f a l l | Core course | Two courses in major | | Two other courses | |
| | WINTER | Independent study and research | | | | |
| | s p r i n g | Core course | Two courses in major | | Two other courses | |

This is the basic curriculum, the minimum program of the college. Students working with their advisers build on it, adding to it, adapting it to their abilities and needs. It gives them a choice of languages and sciences, a choice between mathematics (on several levels) and logic. In addition their proficiencies give them scope in

- a. *Language*—Students must demonstrate competence in speaking, reading, and writing a foreign language and be familiar with the culture of the country to which the language is native. Competence sometimes is achieved through two college years of study following two years of high-school study in the same language.

- b. *Mathematics and logic*—Students take whatever mathematics they are ready for or logic either in the freshman or sophomore year.
- c. *Courses in the major*—By postponing mathematics or logic to the sophomore year, students may begin work in their major field as freshmen. The several fields of major study stipulate various requirements (see Courses of Instruction, pp. 46-66).

Students may major in

Humanities

Art

Languages, (French, German, Greek, Latin, Russian, Spanish)

Literature

Music

Philosophy

Religion

History and the Social Sciences

Economics and Business Administration

History

Political Science

Psychology

Sociology

Mathematics and the Natural Sciences

Biology

Chemistry

Mathematics

Physics

(Courses in Education leading to a teaching certificate at the secondary level are offered in conjunction with majors.)

The curriculum also provides specific career preparation courses in the ministry, medicine, law, engineering, or graduate work in specialized fields.

d. *Other courses.* The college accepts and endorses the policy general in American education that a liberal-arts program includes studies in the three principal divisions. Yet it does not accept the standard procedure of prescribing a certain number of courses in other than the major departments because it tends to an accumulation of courses not in any deep sense relevant to the intelligent development of the particular student or to his major course of study. Accordingly, it has established a policy of making the course of study unified for individual development and interests. The college does not define such attention to other fields as a number of courses but as a plan involving a student's unique experiences of programmed special readings connected with his main interest, of independent study, or of other devices. The principle operative in each case is that the plan of study be coherent and orderly and not defined as formal course credits.

Although there are no absolute requirements for the degrees the college looks for:

- a. the experience of the general, interdisciplinary core courses,
- b. a grasp of the fundamental methods and concepts in the humanities, social sciences, and physical sciences,
- c. proficiency in a language other than the student's native language,
- d. competence in a major field of study,
- e. participation and achievement in physical education,
- f. achievement in independent study, particularly in the Winter Term,
- g. ability to speak and write English effectively and correctly.

Florida Presbyterian College awards the degrees of *Bachelor of Arts* to students in the Humanities and the Social Sciences and *Bachelor of Science* to students in Mathematics and Natural Sciences.

The evaluation of academic progress at Florida Presbyterian College rests on a student's response to educational opportunity rather than on the fulfillment of an arbitrary set of course requirements. Our standards emphasize quality rather than quantity, and our rewards and awards are for outstanding and creative work. To emphasize the greater importance of intellectual achievement than of grades, Florida Presbyterian College uses grades only for advisory purposes and for the transfer of credit to other institutions. In advising students, we use the grades of H (honors), S (satisfactory), and U (unsatisfactory).

Education at Florida Presbyterian College has been designed to be both a complete entity in itself and a starting point for a continuing search for truth.

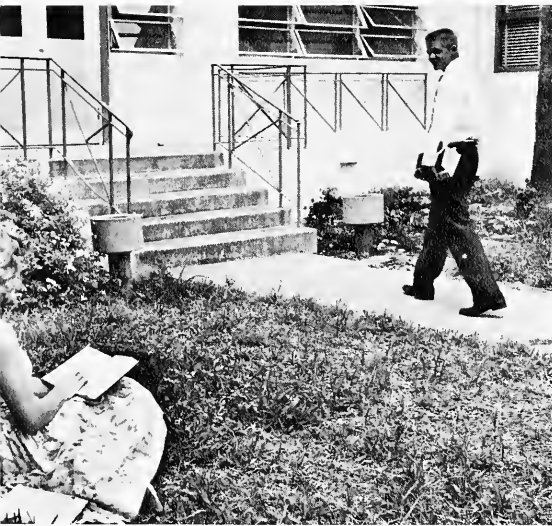
By its nature, it will prove an excellent training base for those who wish to pursue advanced academic training in a specialized field. We expect a substantial number of our graduates to go on to some advanced study—in education, medicine, law, the ministry, the sciences, the humanities, engineering, the social sciences, and other fields.

To assist students in obtaining permanent positions after graduation, we shall have a placement office to arrange visits for companies and agencies seeking personal interviews with our students. In addition, the Placement Office will undertake special activities to assist those graduates who seek opportunities in teaching.

A continuing program of alumni participation is to be established, and close contact with alumni is planned through various publications, personal visits, seminars, class reunions, a continuing study program, and other means.

This institution will endeavor to continue, as it did during the undergraduate years, to serve as a great stimulus to the men and women who came to it seeking an education of high quality and who have left as mature, responsible people capable of leadership.

On Campus Life



Florida Presbyterian College provides a residential student life, most of its undergraduates living on campus. The young men and women in residence learn from their friends and associates, acquire understanding, leadership, and tolerance, and practice free, democratic choice of action. Our day students participate in all campus functions in every way possible. All students become involved in and identified with the academic community as a whole.

The Honor System



Student government is an important part of campus life at the College. Collective action by undergraduates in self-government is vital to the College program. Basic thereto is *the Honor System*, enforced by the students themselves. All student activity, academic and social, presupposes it. Predicated on Christian values, in its practice it contributes to the development of emerging, mature human beings. The College encourages a full, satisfying, and meaningful campus life involving all students, and they organize and conduct social functions, publications, intramural sports, organizations, and special events like concerts.



Counseling

Each student meets a faculty adviser during the summer Pre-college Conference. The day before the opening of Fall Semester, the adviser prepares his students for the college program. He schedules periodic conferences during the year with each student and is available for additional meetings upon request. Faculty advisers form an integral part of the counseling program, and through his adviser every student has access to every special program and assistance likely to make college life meaningful and enjoyable.

The College compiles much information concerning students during the course of admission: strengths, weaknesses, interests, aptitudes, and the like. The Director of Counseling uses such information in choosing the most appropriate adviser for each student. He gives both the adviser and the resident counselor relevant information. Thus rather than being merely one of the herd, each student is a distinct person with his individual problems and potentialities.

Through the resident counselor, faculty adviser, or any faculty or staff member or through his own efforts, a student may seek and learn ways to get additional assistance for making the most of his college experience. A professional counseling service is available on a confidential basis to students with personal problems. And a vocational-guidance program assists students in academic and vocational planning.



Religious Program

The religious program of Florida Presbyterian College is ecumenical, organized as the Student Christian Association (SCA). Its mission is to focus the Christian faith in the academic community. To this end, the SCA constantly strives toward the following:

- a persistent, prayerful search for the meaning of the Christian faith;
- a conscious effort to discern God's purpose for each person especially as it relates to his vocation;
- a fellowship of the academic community joined in common worship and the search for truth;
- a continuous appraisal of the community to help keep the Christian faith central in our search for truth;
- a conscious concern for the life and mission of the Ecumenical Church and encouragement of responsible participation in its members.

The basis for the program is worship. Being within the Protestant tradition, all aspects of our program are voluntary. The chaplain and choir conduct a worship service for the community on Thursdays. The worship committee of the SCA conducts evening prayers three times a week. Through designing and conducting worship, students have the opportunity of understanding better the meaning of worship. After Evening Prayer on Sunday, the SCA conducts its general program of the week. During the week, the SCA sponsors small study groups. Faculty members conduct general discussions in the dormitories. The SCA program deals with the teachings of the Church and encompasses campus, community, national, and international problems. Students also have an opportunity to take part in regional and national conferences and ecumenical work camps. The program of Florida Presbyterian College helps the student to an intelligent and responsible Christianity in all areas of life.



Medical Center

Students have medical attention and services throughout the academic year. A registered nurse is on hand and a physician available at all times on a consulting basis. Those cases that cannot be treated in the college's own well-equipped infirmary will be referred to either of two excellent hospitals in the city of St. Petersburg. One of these hospitals is only eight blocks from the interim campus. All students have adequate health and accident insurance.

Student Bookstore

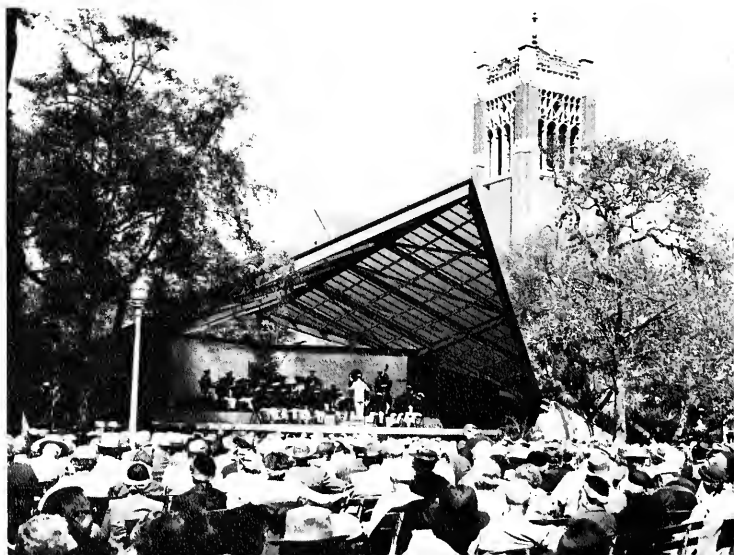
The campus bookstore sells books and other materials required for undergraduate study. It contains new and used texts, a wide selection of exciting books, phonograph records, prints, and supplies. Students have a voice in the choice of its stock.





In addition to the required physical education for freshmen and sophomores, an integral part of the curriculum, the College conducts an intensive program in intramural sports of all kinds for both men and women, with emphasis on such water sports as swimming, boating, sailing, water skiing, and skin diving. A program of intercollegiate athletics will be in effect for most sports by the fourth year. There will be no subsidized athletics at Florida Presbyterian College.

The College undertakes an annual program of concerts and lectures. This extracurricular program affords undergraduates, faculty, and residents of this area presentations by outstanding musicians and leading figures in the arts, literature, politics, science, national and international affairs.





In admitting students, this college considers past academic performance (particularly in academic courses like mathematics, science, literature, and language), achievement on examinations, and such personal qualifications as character, range of interest, poise, maturity, and personal development. It emphasizes the student's ability to profit from and contribute to the learning community. Anyone deemed undesirable because of his conduct and character may be refused admission or, as a student, may be requested to withdraw from the college at any time.

Procedure

This is the admissions procedure:

a. Applicants must arrange to take College Entrance Examination Board tests.

b. Early in his senior year in high school, a candidate should write to the Director of Admissions, Florida Presbyterian College, for an application form and a transcript form. A formal application for admission, along with an application fee of \$10.00, should be completed and returned to the Admissions Director. (This fee is not refundable.) The applicant should request the principal of the high school from which he is to be graduated to send a transcript of his record to the Admissions Director of Florida Presbyterian College.

c. The candidate should ask the College Entrance Examination Board to send his scores on the Scholastic Aptitude (Morning) Test and (when possible) the English Composition Achievement Test to the Director of Admissions of the College.

Florida Presbyterian College requires all candidates for admission to take the Scholastic Aptitude (Morning) Test of the College Entrance Examination Board and the writing sample. It also highly recommends, but does not require, that applicants take the following Achievement Tests: Intermediate Mathematics, and one other selected from twelve choices at no additional cost. Testing centers throughout the country give these at specified times. At least six weeks before the date of the test, the candidate should apply directly to College Entrance Examination Board, Box 592, Princeton, New Jersey. The Board sends an information booklet giving full details about testing centers and the tests available but will mail the test results directly to the colleges designated by the applicant.

Scholastic Aptitude Test Dates

December 2, 1961
January 13, 1962
March 3, 1962
May 19, 1962
August 8, 1962

Latest Registration Dates

November 4
December 16
February 3
April 21
July 11

The applicant for admission to the Freshman class must have completed the graduation requirements and demonstrated academic competence in a high school or preparatory school accredited by a state or regional accrediting agency. Even though the academic record will not be judged primarily on specific units of work, certain courses *are* strongly recommended: four years of English, two and one-half years of mathematics; two years of language, one year of history, and one year of science.

The Admissions Office will compile complete information on each applicant for admission, including the original request for admission information, transcripts from the applicant's high school or preparatory school, test scores, personal recommendations, and any other pertinent data. This file forms the basis for first selection of candidates by the Admissions Committee each year.

Students should apply for admission early in their senior year, preferably in September, submitting a transcript of their high school or preparatory school record up to then and taking the College Entrance Examination in the December before graduation. Tests taken in January or March are acceptable but not recommended. Sometimes the Preliminary Scholastic Aptitude Test taken during the junior year is helpful.

Some students academically too advanced for further high school, or over twenty-one years of age, may have the entrance requirements waived. The Admissions Committee considers such cases individually.



A student at another college or university wishing to transfer to Florida Presbyterian College should complete the requirements for admission already listed and submit a transcript of his college record with a catalogue and a statement from the college of his academic standing and personal qualifications. Full transfer credit from other institutions approved by the Regional Accrediting Agency in full depends upon the correspondence of the courses to those offered at Florida Presbyterian College and the approval of the academic division concerned. Grades below C are not acceptable for transfer.

All candidates will be required to deposit \$50 with the Admissions Director of the College upon notification of acceptance. This money, though not refundable, is applied to the student's tuition upon enrollment.

Upon acceptance for admission, the applicant will receive a form for a medical examination to be completed by a physician within the three months before college, reaching the Director of Admissions by August 20.

Orientation Conference

Each freshman attends an interesting, informative, and productive three-day orientation conference held during the summer prior to enrollment and has a choice of sessions, spaced throughout the summer, to make attendance convenient. With a limit of thirty-five students, each conference affords ample opportunity for meeting the college staff and other students. Such activities as preregistration, book purchase, room assignment, course counseling, and general college orientation, not to speak of vocational guidance tests and placement tests prepare both students and staff for the year's work. The expense of this conference is included in the general fee. Parents may attend all or part of this program.



Costs

A college education of high intellectual challenge is of lasting value and like most things of value is costly. Only ignorance is more so. Private, non-tax-supported institutions like Florida Presbyterian College make every effort to keep the cost of education down. As a result the student pays only a portion of the actual bill for his own education.

The total cost of an academic year is approximately \$1600.00. This includes room, board, fees, and tuition but not clothes, laundry, books, travel, recreation, bedding, towels, soap, health insurance, air conditioning in rooms, or special instructional fees. Nonresidents pay \$875 for tuition and fees. Private instruction in music is \$150 a year for one hour a week and \$90 a year for one half hour.

Financing Your Education

Generally, half of the total cost, minus the \$50 acceptance fee, is due at entrance in September and the rest January 15. Matriculation is a contract binding the student (and his parents) for tuition and fees for the entire semester. The college has many different ways to finance your education. The Director of Admissions will send a list of scholarships and loans upon request. The College co-operates with insurance and tuition-plan companies to make available to parents various programs for financing educational expenses.

On-Campus Employment

Many part-time jobs are available: in dining rooms, offices, laboratories, library, bookstore, swimming pool. They pay about \$250 a year for a ten-hour week. Though off-campus part-time work is also available, the day of full time earning while learning in college is about over.

Loans

All students ought to consider borrowing money for a college education. Student loans are good business: a college education considerably increases earning power, many loans require little or no deferred interest, and some need not be repaid in full. The college has endowed loan funds and participates in the National Defense Education Loan Program.



Board of Trustees

Philip J. Lee, *Chairman of the Board*
Clem E. Bininger, *Vice Chairman*
William W. Upham, *Treasurer*
Garnette J. Stollings, *Assistant Treasurer*
J. Leo Chapman, *Secretary*
D. P. McGeachy, Jr., *Assistant Secretary*

Mr. Walter D. Bach
Secty.-Treas., Sherrill Oil Company
Pensacola, Florida

The Reverend Clem E. Bininger, D.D.
Pastor, First Presbyterian Church
Fort Lauderdale, Florida

The Reverend Andrew W. Blackwood, Jr.
Pastor, First Presbyterian Church
West Palm Beach, Florida

Mr. Cecil V. Butler
Pres., Havana Tobacco Leaf Corp.
Havana, Florida

Mr. J. Leo Chapman
Attorney-at-Law
West Palm Beach, Florida

Mr. Ray Clements
Tax Collector, Polk County
Bartow, Florida

Mr. W. L. Cobb
President, W. L. Cobb Construction Co.
St. Petersburg, Florida

Mr. Henry C. Coleman
Chairman, Commercial Bank
Daytona Beach, Florida

Mr. Charles Creighton
President, Creighton's Restaurants
Fort Lauderdale, Florida

Mr. Thomas E. David,
Attorney-at-Law
Hollywood, Florida

The Reverend John B. Dickson, D.D.
Pastor, First Presbyterian Church
Tampa, Florida

Mr. J. Morton Douglas
Weirsdale, Florida

The Reverend Paul M. Edris, D.D.
Pastor, First Presbyterian Church
Daytona Beach, Florida

Mr. J. Colin English, Sr.
Pres., First Securities Company of Florida
Tallahassee, Florida

Mr. John L. Fahs
Vice Chairman, First National Bank
Leesburg, Florida

Mr. W. Wilson Garey
Publisher, McGraw Hill Publishing Co.
New York, New York

Mr. Ben Hill Griffin, Jr.
Pres., Ben Hill Griffin, Inc.
Frostproof, Florida

The Reverend Robert B. Hamilton, D.D.
Pastor, First Presbyterian Church
Winter Haven, Florida

The Reverend Jack G. Hand, D.D.
Pastor, First Presbyterian Church
Jacksonville, Florida

Dr. Donald J. Hart
Dean, College of Business Administration
University of Florida
Gainesville, Florida

The Honorable Spessard L. Holland
The United States Senate
Washington, D. C.

Mr. Frank M. Hubbard
President, Hubbard Construction Company
Orlando, Florida

Mr. Robert M. King
President, Rutland's Department Store
St. Petersburg, Florida

Mr. Philip J. Lee,
Vice President
Atlantic Coast Line Railroad Co.
Jacksonville, Florida

Mr. Clyde C. Long
President, Long Industries, Inc.
Ocala, Florida

The Reverend D. P. McGeachy, Jr., D.D.
Pastor, Peace Memorial Presbyterian Church
Clearwater, Florida

Mr. Alfred A McKethan
President, Hernando State Bank
Brooksville, Florida

Mr. Elwyn L. Middleton, Attorney-at-Law
Burns, Middleton, Rogers & Farrell
Palm Beach, Florida

Mr. L. Allen Morris
President, The Allen Morris Company
Miami, Florida

Mrs. M. J. Moss
Orlando, Florida

The Reverend Clyde L. Myers, D.D.
Pastor, First Presbyterian Church
Coral Gables, Florida

Mr. Marion G. Nelson
President, Commercial Bank
Panama City, Florida

The Reverend Sam G. Orlandi, D.D.
Pastor, Second Presbyterian Church
Fort Lauderdale, Florida

Dr. J. Wayne Reitz
President, University of Florida
Gainesville, Florida

The Reverend Richard L. Scoggins, Th.M.
Pastor, Wallace Memorial Presbyterian Church
Panama City, Florida

Mr. Robert T. Sheen
President, Milton Roy Company
St. Petersburg, Florida

Mr. R. McDonald Smith
General Contractor
Jacksonville, Florida

Mr. William C. Spitzer
Assistant Vice President
Miami Beach First National Bank
Miami Beach, Florida

Mr. Garnette J. Stollings
St. Petersburg, Florida

The Reverend Wyn Blair Sutphin, D.D.
Pastor, First Presbyterian Church
Pompano Beach, Florida

Mr. Thomas B. Swann
President, Swann Groves, Inc.
Winter Haven, Florida

Mr. John B. Turner
Vice President, Cities Service Oil Company
Miami, Florida

Mr. Herbert F. Underwood
President, Underwood Jewelers, Inc.
Jacksonville, Florida

Honorable Frank D. Upchurch
Attorney-at-Law
St. Augustine, Florida

Mr. William W. Upham
The Upham Company
St. Petersburg Beach, Florida

General James A. Van Fleet (Ret.)
Auburndale, Florida

Mr. John Joseph Williams, Jr.
Attorney-at-Law
Williams, Parker, Harrison & Dietz
Sarasota, Florida

The Reverend Ronald S. Wilson, D.D.
Pastor, Westminster Presbyterian Church
Miami, Florida

Board of Commissioners

Cecil M. Webb, *Chairman*
J. Stuart Dickson, *Secretary*

Walter Allen,
Tampa, Florida

Dr. Hugh Ash,
De Land, Florida

William M. Belk,
Orlando, Florida

Rev. James Stuart Dickson,
St. Petersburg, Florida

Walter P. Fuller,
St. Petersburg, Florida

Walter R. Gall,
Zephyrhills, Florida

Sarah Belk Gambrell (Mrs. C. G.)
New York City, New York

J. S. Gracy
St. Petersburg, Florida

Robert R. Guthrie,
St. Petersburg, Florida

Rev. Stephen T. Harvin, D.D.
Jacksonville, Fla.

Bonnie M. Heath,
Ocala, Florida

Carl A. Hiaasen,
Ft. Lauderdale, Florida

Oscar R. Kreutz,
St. Petersburg, Florida

Sam H. Mann, Sr.,
St. Petersburg, Florida

Walter T. Marable,
Jacksonville, Florida

Dr. Charles T. Martz,
Lauderdale-by-the-Sea, Florida

Herbert T. Massey,
Dade City, Florida

John R. McPherson,
Winter Garden, Florida

James J. Parrish, Jr.,
Titusville, Florida

Robert Paul,
Winter Haven, Florida

John R. Phillips,
Lakeland, Florida

Rolland A. Ritter,
Wyncote, Pennsylvania

Stanton Sanson,
Miami Beach, Florida

E. W. Smith, Jr.,
St. Petersburg, Florida

John A. Snively, Jr.,
Winter Haven, Florida

John Sterchi,
Orlando, Florida

W. H. Stuart,
Bartow, Florida

Rev. John W. Stump,
Sarasota, Florida

James Thompson,
Fort Lauderdale, Florida

James Walter,
Tampa, Florida

Cecil M. Webb,
Tampa, Florida

Chet G. Whittaker,
Jacksonville, Florida

Mrs. Charles J. Williams,
Jacksonville, Florida

James Y. Wilson,
Lake City, Florida

Miss B. Louise Woodford
St. Petersburg, Florida

OFFICE OF THE PRESIDENT

William Howard Kadel, A.B., Gettysburg College
President S.T.B., Western Theological Seminary
S.T.M., Western Theological Seminary
Th.D., Union Theological Seminary
D.D., Davidson College

Emma Conboy, *Administrative Secretary*

OFFICE OF THE DEAN OF THE COLLEGE

John M. Bevan, A.B., Franklin & Marshall
M.A., Duke University
Ph.D., Duke University

Dean of College

Dorothy Clarke, *Secretary to the Dean*

Vera Matthews, *Secretary to Chairman, Humanities Division*

Cynthia Lankford, *Secretary to Chairman, Mathematics and the
Natural Sciences Division*

Clifford J. Hutchison, *Assistant in the Mathematics and the
Natural Sciences Division*

DEVELOPMENT OFFICE

Howard E. Anderson, A.B., Park College
Vice-President for Development

Alton H. Glasure, B.A., M.A., University of Georgia
B.D., Columbia Theological Seminary
LL.D., Beaver College
Director, Church-Community Relations

Robert N. Pierce, A.B., Arkansas State College
M. J., University of Texas
Director, Public Relations

Marian Bryson, *Development Secretary*

Betty Tench, *Pledge Secretary*

Alice Harrison, *Records Secretary*

BUSINESS OFFICE

R. Frank Garner, Jr., B.S., University of Georgia
Vice-President for Business Affairs

Bernadine Harvey
Bookkeeper and Secretary

Dorothea Ashburn
Bookkeeper

Kenneth A. White, Jr., B.S., Florida State University
Chief Accountant

Mrs. Nina Boling
Machine Records Bookkeeper



BOOK STORE

Frank E. Sessions, B.S., U.S. Naval Academy
Manager, Book Store

CUSTODIAL SERVICES

Fred Theobald
Supervisor, Custodial Services

Doreen Rigby
Receptionist and Switchboard Operator

LIBRARY STAFF

William F. Harrison, B.S., Emory University
M.A., George Peabody College
Associate Librarian

Merle Doran, B.A., Florida State University
M.A., Florida State University
Associate Librarian

DeWitt F. Roper, A.B., Davidson College
M.A., Florida State University
Assistant Librarian

Pauline S. Melcher, B.A., Chico State College
M.S., Our Lady of the Lake,
San Antonio

Phyllis McMann
Secretary to Librarian

Janet Burger, *Junior Library Assistant*

Adelaide E. Crowell, *College Library Associate*

OFFICE OF THE CHAPLAIN

Alan W. Carlsten, B.S.E.E., University of Oklahoma
B.D., McCormick Theological
Seminary
Chaplain

OFFICE OF CAMPUS DEVELOPMENT

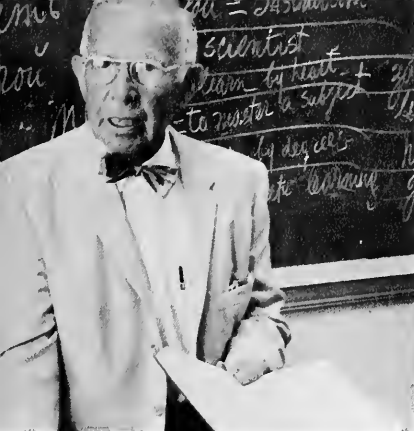
Louis C. Guenther, B.A., Southwestern College
M.A., University of Pittsburgh
Ph.D., University of Pittsburgh
*Director of Admissions & Registrar, with the
rank of Associate Professor*

William H. Taylor, A.B., DePauw University
Admissions Counselor

Mary Jo Carpenter, B.A., Agnes Scott College
Admissions Counselor

Alice Coyle, *Secretary to Director of Admissions
& Registrar*





DEAN OF STUDENTS OFFICE

J. Thomas West, B.S., Davidson College
M.A., University of North Carolina
Ph.D., Vanderbilt University

Dean of Men & Director of Counseling
David K. Hostetler, B.S., University of Tampa
M.A., University of Virginia
Assistant to Director of Counseling

Eleanor Pugh, *Secretary to Dean of Men*

Frances M. Whitaker, A.B., Winthrop College
M.A., Columbia University,
Teachers College
Dean of Women, with rank of Associate Professor

Edna M. Blumenthal, B.S., University of Cincinnati
Head Residence Counselor



COUNCIL NURSE

Marjorie Ann Vann, RN

COLLEGE ASSOCIATES

Adelaide E. Crowell
Clifford J. Hutchison
Cynthia M. Lankford
Frank E. Sessions
Fred Theobald



STAFF ASSISTANTS

Dr. William H. Kadel
Howard E. Anderson
Dr. John M. Bevan
R. Frank Garner, Jr.

Core of A College

In no other area was so much painstaking care and concern evidenced at Florida Presbyterian College as in the selection of its faculty—the heartbeat of any such institution.

Regardless of status or tenure, every faculty member finally selected combines scholarship and teaching to an extraordinary degree.

The criteria for acceptance, as set forth by the Board of Trustees, call for a teacher with depth and command in his field of specialization and a breadth of cultural background enabling him to relate his own discipline to the totality of experience, who demonstrates personal and professional competence and growth through research, publication, and professional participation; who inspires students in his respect for his profession by his ability, his character, and his conduct; who has the ability himself to think creatively and objectively and to inspire his students to do likewise; who extends himself to his student's service, to his colleagues in co-operation, and to his community in concern; and finally, whose Christianity the students will want to emulate.



The Faculty

William Howard Kadel

A.B., Gettysburg College; S.T.B., S.T.M.,
Western Theological Seminary; Th.D., Union
Theological Seminary; D.D., Davidson College
President of the College

John M. Bevan

A.B., Franklin & Marshall; M.A., Ph.D.,
Duke University
*Dean of Faculty and Vice-President
for Academic Affairs*



Humanities Division

Albert Howard Carter

PhB., M.A., Ph.D., University of Chicago
*Chairman, Division of Humanities
Professor of English and Humanities*

Guy Owen Baker

B.M., Westminster Choir College; M.M.,
Indiana University
Assistant Professor of Music and Choral Director

James O. Black

B.A., M.A., Ph.D., University of Arkansas
Assistant Professor of Literature

Alan W. Carlsten

B.S.E.E., University of Oklahoma;
B.D., McCormick Theological Seminary
Chaplain and Associate Professor of Religion

John W. Dixon, Jr.

A.B., Emory and Henry College; Ph.D.,
University of Chicago
Associate Professor of Art

Everett H. Emerson

A.B., Harvard University; M.A.,
Duke University;
Ph.D., Louisiana State University
Associate Professor of Literature

Henry E. Genz

A.B., Emory University; M.A., University of
Wisconsin; Ph.D., Western Reserve University
Assistant Professor of French

Robert Hall

A.B., Wofford College; M.A.,
University of North Carolina
Instructor in French

Keith W. Irwin

A.B., Cornell College; B.D., Garret Biblical Institute
Associate Professor of Religion and Philosophy

Sara M. Ivey

B.A., Duke University; M.A., Ph.D., Louisiana
State University
Associate Professor of Speech (part-time)

E. Ashby Johnson

A.B., Presbyterian College, South Carolina;
B.D., Th. M., Th. D., Union Theological
Seminary, Virginia
*Professor of Religion; Director of
Western Civilization and its Christian Heritage*

Kenneth E. Keeton
A.B., Georgetown College, Kentucky; M.A.,
University of Kentucky; Ph.D.,
University of North Carolina
Assistant Professor of German

Helmut Kreitz
Abitur, Realgymnasium Aloysiuskolleg;
Ph.D., Universität des Saarlandes
Visiting Professor of German

Giovanni Previtali
B.A., M.A., Oxford University, England;
Ph.D., Yale University; LL.B.,
University of Virginia
Professor of Spanish

John Satterfield
A.B., M.M., M.A., University of North Carolina
Associate Professor of Music

Julia Florence Sherbourne
A.B., Taylor University; M.A.,
University of Michigan
Assistant Professor of English and Reading

Pedro Trakas
A.B., Wofford College; M.A.,
University of Mexico;
Ph.D., University of North Carolina
Professor of Spanish

Frederick R. White
A.B., M.A., Oberlin College; Ph.D.,
University of Michigan
*Professor of Classical and Comparative
Literature*

Daniel A. Zaret
Ph.D., University of Moscow, Russia
Visiting Professor of Russian

History and the Social Sciences Division

John M. Bevan
A.B., Franklin and Marshall; M.A., Ph.D.,
Duke University
Professor of Psychology

Clark Bouwman
B.A., Kalamazoo College; B.S., Western
Michigan University; M.A., Ph.D., New
School for Social Research
Associate Professor in Sociology

Bettye Rae Crane
B.S., Alabama Polytechnic Institute; M.A.,
University of Alabama
Instructor in Physical Education

Merle Doran
B.A., M.A., Florida State University
Instructor in Library Science





William F. Harrison, Jr.
B.S., Emory University; M.A.,
George Peabody College
Instructor in Library Science

Albert V. Hollister
B.S., State Teachers College, Mankato, Minnesota;
M.A., George Peabody College
Assistant Professor of Physical Education

David K. Hostetler
B.S., University of Tampa;
M.A., University of Virginia
Instructor in Education (part-time)

Emil Kauder
Ph.D., University of Berlin
Professor of Economics

J. Thomas West
B.S., Davidson College;
M.A., University of North Carolina;
Ph.D., Vanderbilt University
Assistant Professor of Psychology

William C. Wilbur, Jr.
A.B., Washington and Lee;
Ph.D., Columbia University
Associate Professor of History

Fred H. Willhoite, Jr.
A.B., Oklahoma Baptist University;
A.M., Ph.D., Duke University
Instructor in Political Science

Billy O. Wireman
A.B., Georgetown University;
M.A., University of Kentucky;
Ed.D., George Peabody College
Assistant Professor of Physical Education



Mathematics and the Natural Sciences Division

Irving Gordon Foster
B.S. in E.E., Virginia Military Institute;
Ph.M., University of Wisconsin;
Ph.D., University of Virginia
*Chairman, Division of Mathematics and Natural
Sciences; Professor of Physics*

Starr Culver
A.B., Hood College;
M.A., Duke University
Laboratory Assistant (Biology)

Philip R. Ferguson
B.A., M.A., Indiana University;
Ph.D., University of North Carolina
Assistant Professor of Chemistry



Paul J. Haigh
A.B., M.A., Miami University;
Ph.D., University of Florida
Assistant Professor of Physics

Robert Meacham
A.B., Southwestern at Memphis;
Sc.M., Ph.D., Brown University
Professor of Mathematics

George K. Reid
B.S., Presbyterian College, South Carolina;
M.S., Ph.D., University of Florida
Professor of Biology

Dexter Squibb
B.S., East Tennessee State College;
Ph.D., University of Florida
Assistant Professor of Chemistry

Dudley E. South
A.B., College of Wooster;
M.A., Ph.D., University of Michigan
Visiting Professor of Mathematics

Jack C. Wilson
B.A., Iowa State Teachers College;
M.S., State University of Iowa
Ph.D., Case Institute of Technology
Assistant Professor of Mathematics





Permanent Campus

Beautiful, historic Boca Ciega Bay is the site of Florida Presbyterian College's permanent campus. Here, on two hundred and sixty acres, with a shoreline of a mile and a quarter, is a campus destined to become one of the showplaces of America. Ground will be broken for the first building this school year, and plans are to move to the permanent campus in the fall of 1962. Hailed as a landmark in American college campus planning, the twelve-and-a-half-million-dollar campus will feature architecturally striking and functional buildings constructed for congenial living and learning in a congenial climate. Exotic tropical plants and trees, native to this area, will cover the campus, and sandy beaches will border it on the campus bayside. Visitors will recognize first the carillon tower of the chapel, tallest building on the campus and central to our philosophy of education. Adjacent to it is the William Luther Cobb Library and the student union; all three are located around a lake in the heart of the campus. Just south of the college is one of the engineering marvels of the twentieth century, the graceful Sunshine Skyway spanning Tampa Bay.

Architects for this unique campus are Perkins and Will of Chicago; Connell, Pierce, Garland, and Friedman of Miami; and land and campus planner Jefferson Hamilton of the University of Florida.

Interim Campus

Many a permanently located college would envy the facilities of Florida Presbyterian College's interim campus. Situated within walking distance of downtown St. Petersburg, this ten-and-a-half acre site houses modern, air-conditioned buildings completely renovated for classroom space, dormitories, offices, laboratories, library, cafeteria, auditorium, swimming pool, and athletic facilities. Within walking distance too is famous Al Lang Field, winter home of the St. Louis Cardinals, and scene of many spring training exhibition games. Nearby is the nationally-known Municipal Pier, with its museums, beaches and other recreational facilities, and well-known restaurants. Across the street from the campus entrance is Albert Whitted Airport. Classrooms, dormitory rooms, and offices look out on fascinating Tampa Bay. This is one of the truly attractive campuses of Florida.

The Community

St. Petersburg, known for years as the Sunshine City, is in the center of a world-famous resort and recreation area. Tremendous community interest in the new college was apparent in the Establishment Campaign conducted among the residents of Pinellas County in 1959, during which more than \$2,700,000 was raised or pledged to help found this institution. During the decade of the fifties, Pinellas County slightly more than doubled its population, and the spiraling upward growth of business, industry, and recreational facilities has kept pace.

Just as the educational, cultural, and spiritual environment of Florida Presbyterian College has brought and will continue to bring tremendous benefits to St. Petersburg, so this great American city and the surrounding Suncoast area bring important natural benefits to the College and its family of students and faculty.



Courses of Instruction



Introduction

The number of each course conveys the following information:

Courses numbered 100 to 199 are primarily for freshmen, 200 to 299 for sophomores, 300 to 399 for juniors and seniors, and 400 to 499 for seniors. Courses offered only in alternate years are indicated by "a" (for school years beginning in even-numbered years) and "b" (for school years in odd-numbered years). In general, an odd number indicates that the course is given in the first semester; an even number indicates that the course is given in the second semester.

Before students enroll in any course they are to seek the advice of their faculty advisers. Near the close of the school year each freshman is expected to prepare a tentative course program for the remaining three years of college and to present it to his adviser for critical evaluation and counsel. At the end of the second year of study each student must submit for approval to the Committee on Academic Review his projected program. A student may revise his program at any time thereafter with the approval of a major professor.

The courses are listed as core courses, which all students take, and according to academic divisions and academic disciplines or fields of study within each division. *Courses are conducted typically in three lecture-discussion periods per week supplemented by other periods, studios, or laboratories.*

Course descriptions are not given for the General Seminars and Senior Seminars because a professor is free to vary his offerings each year according to student interest and his own study and research. Students receiving the endorsement of the professors in their major field may take the equivalent of two courses each semester during their senior year in a program of guided independent research in lieu of the senior seminar.

Core Courses

The basic objective is to develop within the college community a critical understanding of some of the major attempts of man to interpret his experience through the analytic and historical study of works and institutions. Throughout, the concern is with the relevance of the Judeo-Christian tradition and of the redemptive message of the Bible in human inquiry. The course thus forms the basis for the total educational process at Florida Presbyterian College. Students participate in large and small groups: three lectures and two hour-and-a-half discussions during the first two years; three lectures in the third year and one lecture and a two-hour discussion in the fourth year.

101, 102

WESTERN CIVILIZATION AND ITS CHRISTIAN HERITAGE

201, 202

COMPARATIVE CULTURES (Non-Western)

301, 302

401, 402

CHRISTIAN FAITH AND GREAT ISSUES

The Division of Humanities

Art

Requirements for a Major: (a) Art 201, 202, and six other courses in art; (b) supporting work in other areas of the humanities, history, sociology, psychology, and, in some cases, studio work and mathematics.

201

INTRODUCTION TO THE ANALYSIS OF ART

The major elements of the language of the graphic and plastic arts and the various ways they have been used in the creation of works of art; a regular and co-ordinated series of exercises designed to develop the student's ability to analyze a work of art.

202

INTRODUCTION TO THE HISTORY OF ART

The historical development of the major artistic styles and the relation of art works to the social, economic, and political context.

| | |
|----------|---|
| 251, 252 | STUDIO (<i>to be defined</i>) |
| 301, 302 | HISTORY OF ART (<i>Prerequisite: Art 201 or 202</i>) |
| 331, 332 | GENERAL SEMINAR |
| 351, 352 | STUDIO (<i>to be defined</i>) |
| 401, 402 | STUDIES IN ART Typical subjects: Classical, medieval, Northern Renaissance, Italian Renaissance, Baroque, modern architecture, modern painting. |
| 431, 432 | SENIOR SEMINAR Studies in individual artists, movements, genres, media, countries. |
| 422a | ART OF THE CHRISTIAN CHURCH The relation between art and worship, art as a manifestation of theological attitudes, and art as a critique of the church. Prerequisite: Art 201 or 202. |
| 451, 452 | STUDIO (<i>to be defined</i>) |

Languages and Literature

Requirements for a Major: Students may major in (1) a single language (e.g., French, German, English) with supporting work in another language or other languages or in General Literature or (2) General Literature with advanced work in one or more foreign languages or in English and American Literature. The junior and senior courses (301, 302, and 401, 402, and 411, 412) are required for a major.

Foreign Languages

CHINESE (projected) FRENCH, GERMAN, GREEK, ITALIAN (projected), LATIN, RUSSIAN, SPANISH

Instruction in foreign language consists of classroom and laboratory work. Elementary and intermediate courses train in grammar, vocabulary, pronunciation, composition, and reading. The progression is from aural comprehension to oral expression to reading to writing. Courses 101 through 302 deal with all these elements in order of increasing difficulty. Proficiency in reading, writing, and (in modern languages) conversation—not the completion of a program of studies—is the measure of accomplishment and admission to advanced studies. The third-year literature course requires a reading knowledge of the language and in appropriate cases the ability to converse. The readings course (401, 402) and the Senior Seminar (411, 412) are designed each

semester to meet students' needs and proficiencies. They may deal with authors, genres, movements, or works. They are open in appropriate cases to nonmajors wishing to read the literature in translation.

101, 102

ELEMENTARY

201, 202

INTERMEDIATE

301, 302

INTRODUCTION TO LITERATURE

311, 312

ADVANCED COMPOSITION AND CONVERSATION

Designed particularly for future teachers.

401, 402

READINGS

Typical subjects:

French: Racine, Flaubert, the novel, essays, romanticism, enlightenment,
A la recherche du temps perdu, *La comedie humaine*.

German: Goethe, Schiller, Hesse, lyric poetry, nineteenth-century
drama, contemporary novel.

Greek: Xenophon, Homer, tragedy, New Testament, Hesiod,
Thucydides, lyric poetry, Aristophanes.

Latin: Lucretius, amatory and satiric poetry, Tacitus.

Russian: Dostoevsky, Pushkin, Tolstoy.

Spanish: Cervantes, golden-age drama, Cid.

411, 412

SENIOR SEMINAR

English Language and Literature

101, 102

ENGLISH GRAMMAR AND SENTENCE STRUCTURE

For Freshmen who demonstrate inadequate proficiency in written English.

111, 112

READING WORKSHOP

For any students needing or desiring to improve their reading abilities.

301, 302

HISTORY OF LITERATURE

401, 402

READINGS IN ENGLISH AND AMERICAN LITERATURE

Designed each semester to meet students' needs. May be authors, genres, movements, works.

431, 432

SENIOR SEMINAR

General Literature

Reading in General Literature is in the English language or in a foreign language in which the student has demonstrated proficiency.

201, 202

WORLD MASTERPIECES

Works in English selected from a group of literary masterpieces of many countries, genres, and periods.

301

LITERARY CRITICISM

The literature, vocabulary, and practice of literary analysis and evaluation.

302

LITERARY MOVEMENTS

The study of literature illuminating and illuminated by its historical classification.

321

IMAGINATIVE WRITING

The writing of fiction, drama, verse, persuasion, exposition.

331, 332

GENERAL SEMINAR

The subjects may be authors, genres, movements, works. Readings will be in the English language or in a foreign language in which the student has demonstrated proficiency.

401, 402

READINGS

Typical Subjects: Shakespeare, Sophocles, Dante, Balzac, Schiller, Lorca, Melville, Tagore, *No* plays, Persian lyrics, Chinese philosophers, the *Koran*, the *Mahabharata*.

431, 432

SENIOR SEMINAR

Music

Requirements for a Major: Music 101, 102, 201, 202, and six additional courses; applied music and participation in an ensemble.

101, 102

THEORY OF TONAL HARMONY

Analysis and composition in small homophonic forms. Instruction in harmony, notation, dictation, sight reading, ear training, and keyboard harmony.

201, 202

ADVANCED THEORY OF TONAL HARMONY

Analysis and composition in more complex homophonic forms. Prerequisite: Music 102.

301

THEORY OF MODAL COUNTERPOINT

Analysis and composition in the style of Palestrina. Prerequisite: Music 202.

302

THEORY OF TONAL COUNTERPOINT

Analysis and composition in the style of Bach. Prerequisite: Music 202. May be taken prior to Music 301 with permission of the instructor.

311, 312

SURVEY OF MUSIC

Music literature in its relation to general cultural history. Designed for students majoring in fields other than music.

331, 332

GENERAL SEMINAR

401

ORCHESTRATION AND CONDUCTING

Practical work in the writing of scores and in baton and rehearsal techniques. Prerequisite: Music 301, 302, or permission of the instructor.

402

ADVANCED FORM, ANALYSIS AND COMPOSITION

Seminar in the study and making of larger homophonic and polyphonic forms. Prerequisite: Music 301, 302.

431, 432

SENIOR SEMINAR

Studies in history of musical styles. Prerequisite: Music 301, 302.

Applied Music

Individual instruction is offered in voice, organ, piano, wind, brass, and string instruments. Freshmen and sophomores receive credit of one hour for a semester of individually instructed applied music, upperclassmen two hours. A music major must earn twelve hours.

Freshmen and sophomores earn an hour for a year of ensemble participation, upperclassmen two. A music major must participate in an ensemble during each semester of residence and earn for graduation a minimum of six hours.

Philosophy

Requirements for a Major: Philosophy 201, 202, 301, 302, 401, 402, 421 or 422, and one other course.

212

ETHICS

Main types of ethical theory and their implications for contemporary problems of personal and social morality.

201, 202

LOGIC

A study of the elements of inductive and deductive logical systems with an introduction to symbolic logic and the scientific method.

301

ANCIENT AND MEDIEVAL PHILOSOPHY

Study from primary sources of philosophy from pre-Socratic through late medieval.

- 302 *MODERN PHILOSOPHY*
 Study from primary sources of the development of modern philosophy from the Renaissance through the nineteenth century.
- 311*b* *EPISTEMOLOGY*
 A critical examination of the methods of inquiry.
- 312*b* *METAPHYSICS*
 A critical examination of selected metaphysical systems.
- 331, 332 *GENERAL SEMINAR*
- 401*a* *CONTEMPORARY PHILOSOPHICAL MOVEMENTS*
 A study of such major philosophical movements of the twentieth century as pragmatism, existentialism, process philosophy, philosophical analysis, with emphasis on their treatment of crucial modern problems.
- 402*b* *PHILOSOPHY OF RELIGION*
 A critical inquiry into religious concepts and practices, especially Christianity.
- 421*b* *SOCIAL PHILOSOPHY*
 A study of major social and political systems, especially contemporary problems.
- 422*a* *AESTHETICS*
 A study of theories of beauty and of art forms.
- 431, 432 *SENIOR SEMINAR*

Religion

Requirements for a Major: (a) Religion 201, 202, 301,
 (b) Philosophy 201, 202, and two additional courses in Religion.

- 201 *INTRODUCTION TO THE OLD TESTAMENT*
 Development of the faith of Israel as seen in the religion and literature of the Old Testament.
- 202 *INTRODUCTION TO THE NEW TESTAMENT*
 Development of the Christian faith as seen in the religion and literature of the New Testament. Emphasis on the life and teachings of Jesus.
- 301, 302 *ESSENTIALS OF CHRISTIAN THOUGHT*
 A study of Christian thought in the works of representative leaders. First semester: from Paul through the Middle Ages. Second semester: from the Reformation to the present.

- 331, 332 *GENERAL SEMINAR*
- 401 *CHRISTIAN ETHICS*
 A study of the Biblical foundations of Christian ethics and the implications of Christian commitment in contemporary personal and social life.
- 402 *WORLD'S LIVING RELIGIONS*
 A critical study of the major religions of the contemporary world.
- 431, 432 *SENIOR SEMINAR*

Speech

- 201 *ENGLISH PHONETICS*
 The sound system of speech, emphasis on the use of IPA alphabet; elementary vocal anatomy; fundamentals of the science of sound.
- 202 *THE SPEAKING VOICE*
 Principles and practice of interpretation and communication of written materials; principles and practice of group discussion.
- 301 *PRINCIPLES OF THE THEATRE*

The Division of History and the Social Sciences

History

- Requirements for a Major: History 311 and seven additional courses.
- 201, 202 *HISTORY OF THE UNITED STATES*
 The development of American society in government, economic life, and culture.
- 211, 212 *HISTORY OF ENGLAND AND MODERN BRITAIN*
 The first semester treats the history of the English people to 1688. The second semester traces the development of a modern industrial society and its imperial expansion.
- 221a *ANCIENT HISTORY*
 The ancient world from prehistoric times to the decline of the Roman Empire.
- 301a *MEDIEVAL HISTORY*
 The history of Western Europe from the decline of the Roman Empire through the thirteenth century.
- 302a *RENAISSANCE AND REFORMATION*
 The history of Western Europe from the fourteenth through the sixteenth century.

- 311 *INTRODUCTION TO HISTORIOGRAPHY
AND HISTORICAL METHOD*
- An introduction to the techniques of historical research and writing, the use of sources, and the examination of selected classics of historical interpretation.
- 321b *HISTORY OF MODERN RUSSIA*
- Russia from the accession of Peter the Great to the present, with emphasis on the period since the 1917 revolution.
- 322b *HISTORY OF MODERN LATIN AMERICA*
- Latin-American republics from their independence to the present.
- 331, 332 *GENERAL SEMINAR*
- 342a *HISTORY OF AMERICAN FOREIGN POLICY*
- American foreign policy considered as part of the larger problem of American participation in world affairs.
- 401 *EUROPE FROM THE FRENCH REVOLUTION
TO WORLD WAR I*
- The French Revolution, the Industrial Revolution, political and social movements of the nineteenth century, and the background of World War I.
- 411b, 412b *AMERICAN SOCIAL HISTORY*
- Selected topics in American social history from the colonial period to the present.
- 431, 432 *SENIOR SEMINAR*

Economics and Business Administration

- Requirements for a Major: a) eight courses including Economics 201, 202, 301, 302; (b) Mathematics 211. Students wishing to emphasize Business rather than Economics will substitute Economics 311 and 312 for Economics 301, 302.
- 201, 202 *PRINCIPLES OF ECONOMICS*
- An introductory course in the principles of economics and their application to modern economic life.
- 301 *HISTORY OF ECONOMIC THOUGHT*
- Development of economic thought from the Mercantilists to the modern period: Smith, Ricardo, Mill, Marx, Veblen, Keynes, Marshall, and other significant theorists.

- 302 *ECONOMIC THEORY*
An advanced and intensive study and application of the principles of economics.
- 311 *PRINCIPLES OF ACCOUNTING*
Intended to provide a general knowledge of accounting practices. The theory and construction of financial statements. Laboratory training.
- 312 *INTRODUCTION TO BUSINESS*
Designed to give the student general knowledge of the various activities of a business, such as production and marketing.
- 321a *MONEY AND BANKING*
The fundamental principles of money, credit, and banking in the United States.
- 322a *LABOR ECONOMICS*
The development, structure, goals, and policies of labor organizations; major issues in labor-management relations; and public policy toward labor unions.
- 331, 332 *GENERAL SEMINAR*
- 351b *COMPARATIVE ECONOMIC SYSTEMS*
The significant similarities and differences in the development, processes, and policies of Capitalism, Fascism, Socialism, and Communism.
- 352b *INTERNATIONAL ECONOMICS*
The basic principles and problems of international economics, particularly the international economic policy of the United States.
- 401a *GOVERNMENT FINANCE*
A study of the sources of public revenues, federal, state, and local; nature and purposes of public expenditures; and the creation and management of the public debt.
- 402a *CORPORATE ORGANIZATION AND FINANCE*
A study of the problems involved in the formation and financial management of corporate business enterprise.
- 411b *GOVERNMENT AND BUSINESS*
A study of the role of the government in economic life; emphasis on the regulation of competition and monopoly and of public utilities.

The growth of agriculture, industry, banking, trade, and labor organizations in the United States.

Education

Students considering a teaching career in secondary schools should seek counsel on their course program early in their college training. In this way their course schedules can be planned to meet certification requirements.

HISTORY AND PHILOSOPHY OF EDUCATION

The development of the public-school system and contemporary issues and historical philosophies of education; the role of the school in a democratic society.

EDUCATIONAL PSYCHOLOGY

The application of psychological principles to the work of the school. Learning, motivation, forgetting, transfer of training, and personality adjustment.

PRINCIPLES OF EDUCATION

Aims and organization.

MATERIALS AND METHODS IN SECONDARY EDUCATION

A survey and critical analysis of the methods used in secondary education. Methods and materials used in the specific subject for which certification is requested.

CHILD PSYCHOLOGY *(See Psychology)*

PSYCHOLOGICAL MEASUREMENT *(See Psychology)*

SECONDARY-SCHOOL CURRICULUM

The purpose, philosophy, structures, and procedure developed as a unified whole.

ORGANIZATION OF LIBRARY MATERIALS

Instruction in the fundamental principles of the organization of small libraries; procedures for acquisition, preparation, classification, and cataloguing.

REFERENCE AND BIBLIOGRAPHY

A study of general reference books and reference materials in specific subjects appropriate to school and community use. Evaluation, selection, and uses.

READING METHOD

Instruction and practice in ways of improving reading ability, particularly of high-school students.

STUDENT TEACHING

Observation and teaching activities in high schools in the vicinity of the college.

Political Science

Requirements for a Major: Political Science 201, 202, 211, 301 or 302, 311 or 312, and four additional courses.

PRINCIPLES OF GOVERNMENT AND POLITICS

Introduction to political science, including scope and methods of the discipline; purposes and nature of the state; organization, forms, and function of government; competition for governmental power; politics among nations; and some of the great issues of politics and government.

AMERICAN NATIONAL GOVERNMENT AND POLITICS

Theory and practice of modern democracy through analysis of the constitutional foundations, patterns of politics, and the structure and functioning of the American national government.

INTERNATIONAL RELATIONS

Forces and forms of politics among nations. The modern state system, nationalism, internationalism, imperialism, foreign policies, war and cold war. Balance of power, morality, organization, and law as restraints on the power struggle. Problems of world stability and peaceful change today.

AMERICAN STATE AND LOCAL GOVERNMENT

Constitutional structures and principles, organizational forms, the politics of control, functions and problems. State and municipal governments and intergovernmental relations.

COMPARATIVE GOVERNMENTAL SYSTEMS

A comparison of various governments, notably Great Britain and the Commonwealth nations, West Germany, France, and the United States.

COMPARATIVE GOVERNMENTAL SYSTEMS

The Soviet Union and Far Eastern nations.

WESTERN POLITICAL THOUGHT

The great thinkers and important philosophical movements of the Western political heritage (Plato, Aristotle, Stoic and Roman legal theory, and Christian thought).

312b

WESTERN POLITICAL THOUGHT

From Machiavelli to the twentieth century, emphasizing modern democratic and totalitarian theories.

331, 332

GENERAL SEMINAR

401a

AMERICAN FOREIGN POLICY

Formulation and execution of American foreign policy. Analysis of substantive issues in recent and contemporary policies.

411b

INTRODUCTION TO THE LAW

Nature of law and its functions in society. The rule of law. Types of law and legal systems. Problems of legal philosophy. American constitutional law, with some experience in case method.

412b

POLITICS AND POLICY FORMATION

Forces, institutions, and processes in the competition for power and policy, with special reference to the United States. Public opinion, propaganda, political behavior, interest groups, leadership, and particularly political parties and the legislative process.

431, 432

SENIOR SEMINAR

Physical Education

A two-year program of physical education is required of all students. Everyone is expected to demonstrate proficiency in swimming some time during the first semester of the first year. The two-year course includes one hour of lecture-discussion and two hours of demonstration-participation each week. The fourth semester completes the program. No student is excused from the program; when circumstances prevent participation in the regular program, an appropriate set of activities will be arranged for individual needs.

101, 102

PHYSICAL EDUCATION

The history and philosophy of physical education, personal hygiene, and the rules and skills of football (men), soccer (women), basketball, volleyball, track and field, gymnastics, swimming.

201, 202

PHYSICAL EDUCATION

Primarily co-educational. Individual and dual sports which students can engage in throughout their lives: tennis, golf, bowling, badminton, archery, horseshoes, table tennis, boating, shuffleboard, water skiing. The objective is to develop in the student an attitude toward leisure and skill so that he can select, participate in, and enjoy the activity most appropriate to his needs and interests.

Psychology

Requirements for a Major: (a) Psychology 201, 202, and six additional courses; (b) Mathematics 211. Psychology 201 is prerequisite to all other courses except 321 and 322.

201 *PRINCIPLES OF BEHAVIOR*

Major concepts, methods, and problems involved in the study of human behavior.

202 *PRINCIPLES OF INDIVIDUAL BEHAVIOR*

Emphasis on the processes which contribute to personality.

301a *BEHAVIOR DISORDERS*

Origins, classifications, care and treatment of the common behavioral disorders.

302a *SOCIAL PSYCHOLOGY*

The influence of social variables on the behavior of the individual; social perception, language, attitudes, propaganda; social problems.

311b *CHILD PSYCHOLOGY*

Basic psychological principles in the study of the child from birth to puberty.

312b *PSYCHOLOGICAL MEASUREMENT*

The construction, administration, and interpretation of group and individual tests of intelligence, personality, interests, and achievement. Laboratory training.

321 *EXPERIMENTAL PSYCHOLOGY*

Scientific methodology, design and critical evaluation of classical and contemporary research, particularly the discriminial processes and perception. Individual research.

322 *EXPERIMENTAL PSYCHOLOGY*

Critical evaluation of research in motivation and learning; crucial experiments and controversial issues; individual research. Prerequisite: Mathematics 211.

331, 332 *GENERAL SEMINAR*

401a *PERSONALITY THEORY*

Theories of personality examined in the light of recent research.

402a *BUSINESS AND INDUSTRIAL PSYCHOLOGY*

Psychological procedures in employment selection, training, efficiency, and human relations.

- 411b *SYSTEMS OF PSYCHOLOGY*
Integrative theories, including Structuralism, Functionalism, Behaviorism, Hormic Psychology, Gestalt Psychology, and Psychoanalysis.
- 412 *PHYSIOLOGICAL PSYCHOLOGY*
Physiological correlates of behavior. Special emphasis on the nervous system.
- 431, 432 *SENIOR SEMINAR*

Sociology and Anthropology

Requirements for a Major: (a) Sociology 201, 202, 401, and five additional courses; (b) Mathematics 211.

- 102 *SOCIOLOGY OF MARRIAGE*
American practice and attitudes with respect to dating, courtship, and preparation for marriage.
- 201 *CULTURAL ANTHROPOLOGY*
An understanding of culture developed in relation to preliterate societies and an introduction to physical anthropology and archeology.
- 202 *PRINCIPLES OF SOCIOLOGY*
The study and application of major sociological concepts, social processes, institutions, structure, and group relations.
- 301 *THE FAMILY*
Examination of the origins of family institutions and contemporary processes in the formation of the family, its functions, and organization.
- 302 *SOCIAL WORK*
A survey of the fields and methods of social work.
- 311a *MINORITIES*
Problems associated with identification of minority groups—racial, religious, ethnic.
- 312a *CRIMINOLOGY*
The nature, causes, prevention of crime and the treatment of criminals.
- 331, 332 *GENERAL SEMINAR*
- 401 *SOCIAL THEORY*
Systematic analysis of major contributions to the field of social thought since Comte.
- 402 *THE COMMUNITY*
The folk society contrasted with contemporary rural and urban life. An introduction to human ecology and demography.
- 431, 432 *SENIOR SEMINAR*

The Division of Mathematics and the Natural Sciences

Mathematics

Requirements for a Major: Mathematics 202 (the calculus sequence) and eight additional courses.

101 *FINITE MATHEMATICS*

Logic, truth tables, sets and relations, number systems and counting, probability theory, vectors and matrices. Offered both semesters.

111 *PRINCIPLES OF MATHEMATICS I*

Logic, ordered fields, sets, Boolean algebra, algebraic and trigonometric functions. Required of students who have not had trigonometry.

112 *PRINCIPLES OF MATHEMATICS II*

Exponential and logarithmic functions, analytic geometry, and calculus. Prerequisite: Mathematics 101 or 111.

200 *CALCULUS WITH ANALYTIC GEOMETRY I*

Plane analytic geometry integrated with calculus of polynomials. Prerequisite: Mathematics 101 or 111.

201 *CALCULUS WITH ANALYTIC GEOMETRY II*

Differentiation of transcendental functions, formal integration, applications. Prerequisite: Mathematics 200.

202 *CALCULUS WITH ANALYTIC GEOMETRY III*

Infinite series, solid analytic geometry, calculus of functions of several variables. Prerequisite: Mathematics 201.

211 *INTRODUCTION TO STATISTICS*

Discrete and continuous distribution functions, sampling distributions, statistical inference, regression and correlation. Laboratory training. Prerequisite: Mathematics 112 or 200.

301 *ORDINARY DIFFERENTIAL EQUATIONS*

Prerequisite: Mathematics 202.

302 *PARTIAL DIFFERENTIAL EQUATIONS*

Prerequisite: Mathematics 301.

311a *MODERN ALGEBRA I*

Topics from groups, rings, fields, vector spaces, matrices. Prerequisite: Mathematics 202 or consent.

312a *MODERN ALGEBRA II*

Continuation of Mathematics 311. Prerequisite: Mathematics 311.

331, 332

GENERAL SEMINAR

401b

ADVANCED CALCULUS I

Topics from advanced calculus and functions of a real variable.
Prerequisite: Mathematics 202.

402b

ADVANCED CALCULUS II

Continuation of Mathematics 401. Prerequisite: Mathematics 401.

431, 432

SENIOR SEMINAR

Biology

Requirements for a Major: (a) Biology 101, 102, and eight additional courses in Biology, depending upon the interest of the student; (b) Chemistry 301, 302, and (c) Physics 201, 202.

101, 102

GENERAL BIOLOGY

Provides an understanding of and appreciation for biological mechanisms and principles through critical analysis of life processes and synthesis of basic facts and concepts. The nature of living matter, the cell and protoplasm, metabolism, reproduction, development, inheritance, the organism and its environment, and evolution. Lecture-discussion 3 hours; laboratory 3 hours.

201

COMPARATIVE VERTEBRATE ANATOMY

A comparative study of the structure and evolutionary development of the organs and systems of selected representatives of the phylum Chordata. Morphological features in relation to classification, mode of life, and adaptation to the environment. Laboratory work on selected animals. Lecture 2 hours; laboratory 6 hours by arrangement. Prerequisite: Biology 101, 102.

202

VERTEBRATE EMBRYOLOGY

The study of the development of the vertebrate body from single-celled egg to hatching or birth. The formation of organ-systems and the experimental approach to animal development. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 201. (Not offered 1961-62.)

211, 212

THE PLANT KINGDOM

A survey of the plant kingdom with emphasis on structure, reproduction, and evolution of representative types of all major groups of plants. Laboratory includes field collections and detailed study of selected specimens. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102. (Not offered 1961-1962.)

301

ORGANIC EVOLUTION

Current theories of the origin of life, the phylogenetic relationships of living organisms, Darwinian and neo-Darwinian concepts of evolu-

tionary mechanisms. Genetics and isolation, and the relationship of human culture, and the impact of Darwinism. Discussion 3 hours. Prerequisite: Biology 101, 102. (Substitute for Biology 202 in 1961-1962.)

302

FIELD BOTANY

A study of the distribution and identification of plants in the St. Petersburg area, especially the taxonomy, biogeography, and evolution of flowering plants. Laboratory and field trips. Lecture-discussion 2 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

311

GENETICS

Fundamental principles and mechanisms of inheritance. Lecture-discussion 2 hours; laboratory 3 hours. Prerequisite: Biology 101, 102, and Mathematics 101, or consent of instructor.

312

ECOLOGY

Physical, chemical, and biological interrelationships in a natural community. Environmental factors, populations, the community concept, traffic in energy and biogeochemical cycles, and social organizations of animal groups. Field work essentially aquatic, in nearby freshwater lakes and Gulf bays. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

331, 332

GENERAL SEMINAR

401

PHYSIOLOGY

The functional relationships of the animal body. Cellular metabolism and the physics and chemistry of organic substances. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102, Chemistry 101, 102, and Physics 201, 202.

402b

HISTOLOGY AND MICROTÉCHNIQUES

The microscopic nature of cells and tissues of organisms particularly plant structures. Critical study of prepared slides, staining technique, slide preparation, and advanced use of the microscope. Lecture-discussion 3 hours; laboratory 3 hours. Prerequisite: Biology 101, 102.

431, 432

SENIOR SEMINAR

Chemistry

Requirements for a Major: (a) Chemistry 101, 102, 201, 202, 301, 302, 401, 402, and four additional chemistry courses; (b) Physics 201, 202; (c) Mathematics 202. German is recommended to fulfill the language requirement and Physics 301 and Mathematics 301 as elective.

101, 102

MODERN GENERAL CHEMISTRY

The basic principles of chemistry and recent developments. Structures of chemical species, particularly the relationships of these structures to the physical and chemical properties of substances; the descriptive chemistry of familiar elements and inorganic compounds and an introduction to ionic separations and the detection of selected ions. Lecture 3 hours; laboratory 3 hours.

201, 202

ANALYTICAL CHEMISTRY

Chemical equilibria, methods of detection, identification, and separation of ions, complex formation, stoichiometry, volumetric and gravimetric techniques, statistical treatment of errors, selected instrumental procedures. Lecture 2 hours; laboratory 6 hours. Prerequisite: Chemistry 101, 102.

301, 302

ORGANIC CHEMISTRY

Aliphatic and aromatic carbon compounds with emphasis on methods of synthesis, reaction mechanisms, and structural theory. Laboratory experiments selected to develop skill in fundamental laboratory techniques and to illustrate the more important synthetic methods of preparation. Lecture 3 hours; laboratory 3 hours. Prerequisite: Chemistry 101, 102.

311a

SPECIAL TOPICS IN INORGANIC CHEMISTRY

Lectures and seminars on the periodic classification of the elements and the correlation of structures and properties of chemical species. Atomic and molecular structure, chemical bonding, modern acid-base theory, inorganic nomenclature, co-ordination complexes, metal carbonyls, etc. Laboratory work in inorganic syntheses. Lecture 2 hours; laboratory 3 hours. Prerequisite: Chemistry 101, 102.

312a

SPECIAL TOPICS IN ADVANCED ANALYTICAL CHEMISTRY

An introduction to such instrumental methods of analysis as electrometric pH measurement, conductometric and electrometric titration, polarography, colorimetry, and spectrophotometry in theory and laboratory applications. Lecture 1 hour; laboratory 6 hours. Prerequisite: Chemistry 201, 202.

331, 332

GENERAL SEMINAR

401, 402

PHYSICAL CHEMISTRY

The principles of theoretical chemistry. Emphasis on the solution of numerical exercises. Studies of the three states of matter, elementary thermodynamics, colloids, solutions, homogeneous and heterogeneous equilibria, reaction kinetics, atomic structure, and electrochemistry, use of physio-chemical apparatus to illustrate theoretical concepts. Lecture 3 hours; laboratory 3 hours. Prerequisite: consent of instructor.

411b

SPECIAL TOPICS IN QUALITATIVE ORGANIC ANALYSIS

The identification and characterization of organic compounds, typical reactions used in the synthesis and proof of structure of organic compounds, and the qualitative detection of various functional groups. Lecture 1 hour; laboratory 6 hours. Prerequisite: Chemistry 301, 302.

412b

SPECIAL TOPICS IN ADVANCED ORGANIC CHEMISTRY

Lectures or seminars concerned with such topics as resonance theory, reaction-mechanisms, molecular rearrangements, free radicals, stereoisomerism, etc. The use of the chemical library, research techniques, and organic syntheses. Lecture 2 hours; laboratory 3 hours. Prerequisite: Chemistry 301, 302.

422

SPECIAL TOPICS IN ADVANCED PHYSICAL CHEMISTRY

Lectures or seminars concerned with such topics as thermodynamics, solutions and phase equilibria, nuclear chemistry, particles and waves, the structure of matter, chemical statistics, chemical kinetics, surface chemistry, photochemistry. The use of the chemical library and various physio-chemical research techniques. Lecture 2 hours; laboratory 3 hours. Prerequisite: consent of instructor.

431, 432

SENIOR SEMINAR

Physics

Requirements for a Major: (a) Physics 201, 202, 311, 312, 321, 322, 401, 402, 421, 422, 431, 432; (b) Mathematics 200, 201, 202, 301, 302.

101, 102

INTRODUCTION TO PHYSICAL SCIENCE

A study of the discovery and growth of basic physical theories from Galileo to the present. The meaning of science and scientific method. Lecture 3 hours; laboratory 3 hours.

201, 202

ELEMENTARY PHYSICS

The concepts and theories of physics on an elementary level, including topics of mechanics, wave motion, sound, heat, optics, electricity and magnetism, and modern physics. Lecture 3 hours; laboratory 3 hours. Prerequisite: Mathematics 200.

301

ELEMENTARY MODERN PHYSICS

Basic topics of atomic and nuclear physics, generally from a descriptive point of view. Lecture 3 hours; laboratory 3 hours. Prerequisite: Physics 201, 202.

311

CLASSICAL THEORETICAL MECHANICS

The dynamics of particles, systems of particles and rigid bodies. Vector methods. Lecture 3 hours. Prerequisite: Physics 201, 202.

312

ELECTRICITY AND MAGNETISM

Principles of magnetism, static and dynamic electricity. Vector methods. Lecture 3 hours. Prerequisite: Physics 202, 202.

321, 322

ADVANCED LABORATORY AND TECHNIQUES

A series of intermediate-level experiments drawn from classical physics chosen by each student with the consent of the instructor. Instruction in such laboratory techniques as machine work, glass blowing, and electronics. Laboratory 6 hours.

331, 332

JUNIOR SEMINAR

341a

ASTRONOMY

Descriptive astronomy of the solar system, the galaxy, and the universe. Lecture 3 hours.

342a

ELECTRONICS

Theory and application of electronic devices. Lecture 3 hours. Prerequisite: Physics 201, 202. Lecture 3 hours; laboratory 3 hours.

401, 402

MODERN PHYSICAL THEORIES

Atomic and nuclear processes and theories. Lecture 3 hours. Prerequisite: Physics 311, 312.

411b

THERMODYNAMICS

Generalization of the ideas of work, heat, energy. Mathematics of thermodynamics. Lecture 3 hours. Prerequisite: Physics 201, 202.

412b

OPTICS

Geometrical optics and lens aberrations, interference diffraction, and polarization. Lecture 3 hours. Prerequisite: Physics 201, 202.

421, 422

ADVANCED LABORATORY

A series of more advanced experiments drawn from atomic and nuclear physics chosen by each student with the consent of the instructor. Laboratory 6 hours. Prerequisite: Physics 321, 322.

431, 432

SENIOR SEMINAR

College Calendar of Events

1962-1963

| | |
|---------------------------|---|
| August 31- September 3 | Orientation Period. Incoming freshmen should arrive on campus before noon, Friday, August 31. |
| September 4 | First day of classes |
| September 24 | Groundbreaking Ceremony |
| October 18 | Meeting of the Board of Trustees |
| November 21 | Thanksgiving Recess commences |
| November 26 | Thanksgiving Recess ends |
| December 19 | First Semester ends, and Christmas Recess commences |
| January 2 | Winter Term commences |
| January 17 | Meeting of the Board of Trustees |
| February 2 | Winter Term ends |
| February 4 | Second Semester commences |
| April 9 | Spring Recess begins |
| April 18 | Meeting of Board of Trustees |
| April 18 | Spring Recess ends |
| May 31 | Second Semester ends |

